BSC 307 5-E Model Lesson Plan

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| **Title:**  Invasive Species in Illinois | **Grade Level:**  9th grade |
| **Objectives:**  -The student will be able to define and discuss invasive species and native species.  -The student will be able to discuss an invasive species in Illinois.  -The student will be able to compare and contrast different invasive species in Illinois.  -The student will be able to explain how invasive species can be harmful to an ecosystem. | |
| **Illinois Learning Standards:**  **Stage H 12B 4-** Apply scientific inquiries or technological design to analyze Illinois-specific ecosystems and biomes, modeling topographic features, population data, plant diversity and distribution from historic records, collecting scientific seasonal/annual local ecosystem data for direct connection to change and stability factors, or projecting scenarios of changes to local ecosystem for near- and long-term future contingencies. | |
| **Engagement:**  -Students watch a 3 ½ minute video about Asian Carp in the Illinois River. The video talks about how the Asian Carp have taken over the Illinois River and how they reproduce very rapidly. The video introduces students to the dangers of invasive species.  - A KLW will also be used to get the students thinking about invasive species. A KLW makes the students think about what they already know about the topic, what they would like to learn, and what they learned from the lesson. | |
| **Exploration**:  Students are given an assignment were they are given an invasive species of Illinois. The students will randomly be assigned an organism that is invasive to Illinois. This will be done by having the students draw an organism out of a hat. The students are then given a list of questions to guide them as they do research on their organisms. The students will then use the internet to do research on their organism. A computer lab must be reserved in order for the students to be able to connect to the internet. | |
| **Explanation:**  The students then discuss their findings about their invasive species. The students will be asked to discuss some of the more interesting characteristics of the organism that they were assigned, to the rest of the class. | |
| **Elaboration:**  The students are assigned to come up with possible ways to eliminate the problem that the invasive species have caused. The students will use the information that they have gathered on their organism, to determine a way to get rid of, or slow down the spread of the invasive species. This will be a short essay assignment. | |
| **Evaluation(Assessment Strategies):**  Students will be evaluated based on their ability to discuss their assigned invasive organism. They will also be evaluated on their completed worksheet focusing on the exploration and elaboration phases. | |
| **Rationale:**  A video is used to get the students interested in the topic. The video allows the students to ask themselves question about invasive species. It motivates the students to learn how the species were introduced to the area and how they affect the ecosystems they live in. The video also motivates the students because it allows them to see the affects of invasive species in the state that they currently live in. This makes the students realize that the problem has an immediate affect on them. The lesson introduces the students to invasive species and helps them distinguish them from native species. The lesson relates to ILS Stage H 12B 4in that it explores the ecosystems of Illinois. It also allows students to see how invasive species affect ecosystems. | |
| **Resources:**  Baitcucker. (2007, January 25). That Will Leave a Mark. [video file]. Retrieved from <http://www.youtube.com/watch?v=DLFe8xfgx24>  Illinois State Board of Education. (1997). *Illinois State Learning Standards.* [Online]. Retrieved on Febuary 21, 2011. Available: <http://www.isbe.net/ils/Default.htm> | |